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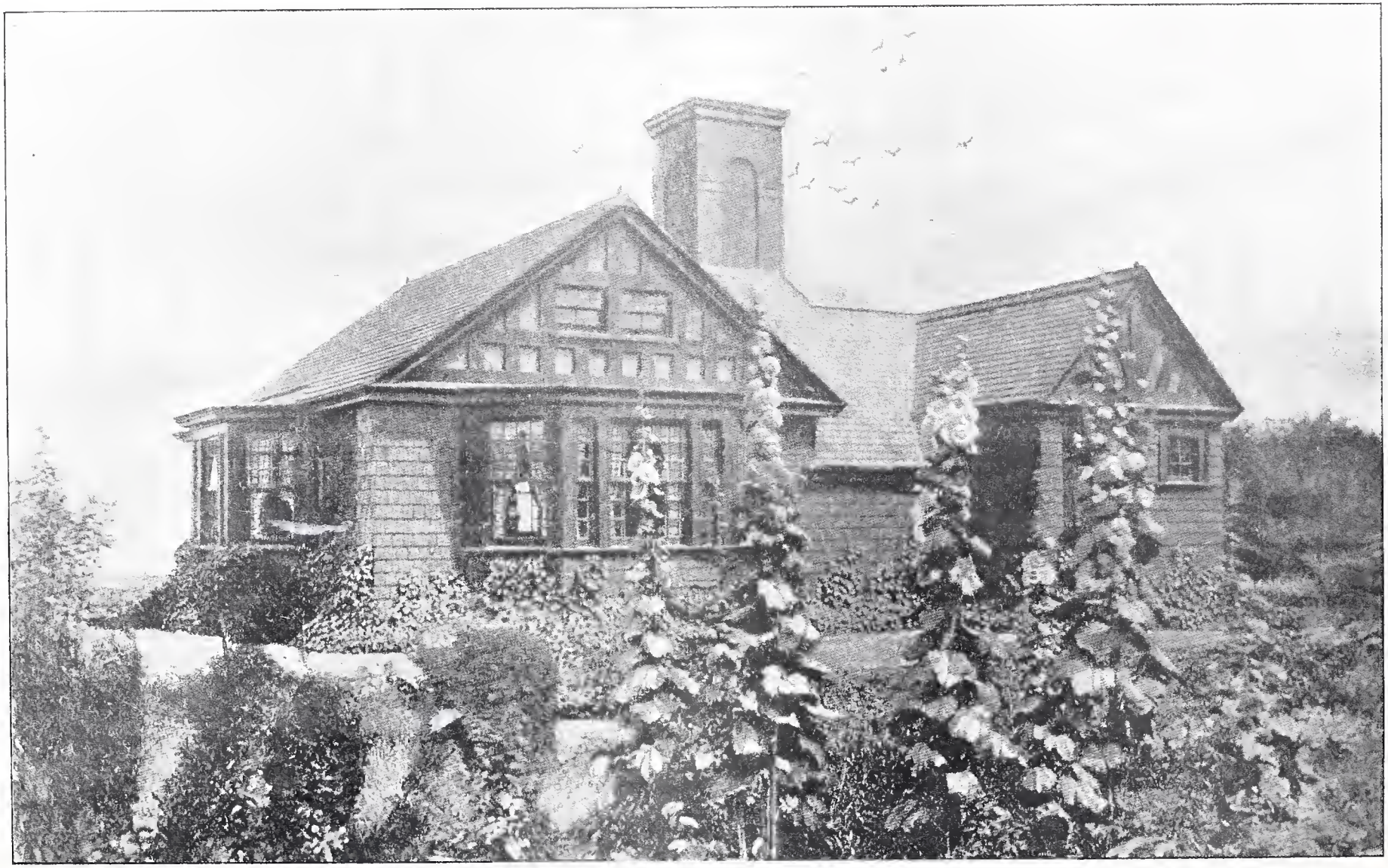

The Country District School.

PENNSYLVANIA

DEPARTMENT OF AGRICULTURE.

BULLETIN No. 21.

THE TOWNSHIP HIGH SCHOOL.

BY

JOHN HAMILTON,

DEPUTY SECRETARY OF AGRICULTURE AND DIRECTOR OF FARMERS' INSTITUTES.

FEBRUARY 1, 1897.

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LETTER OF TRANSMITTAL.

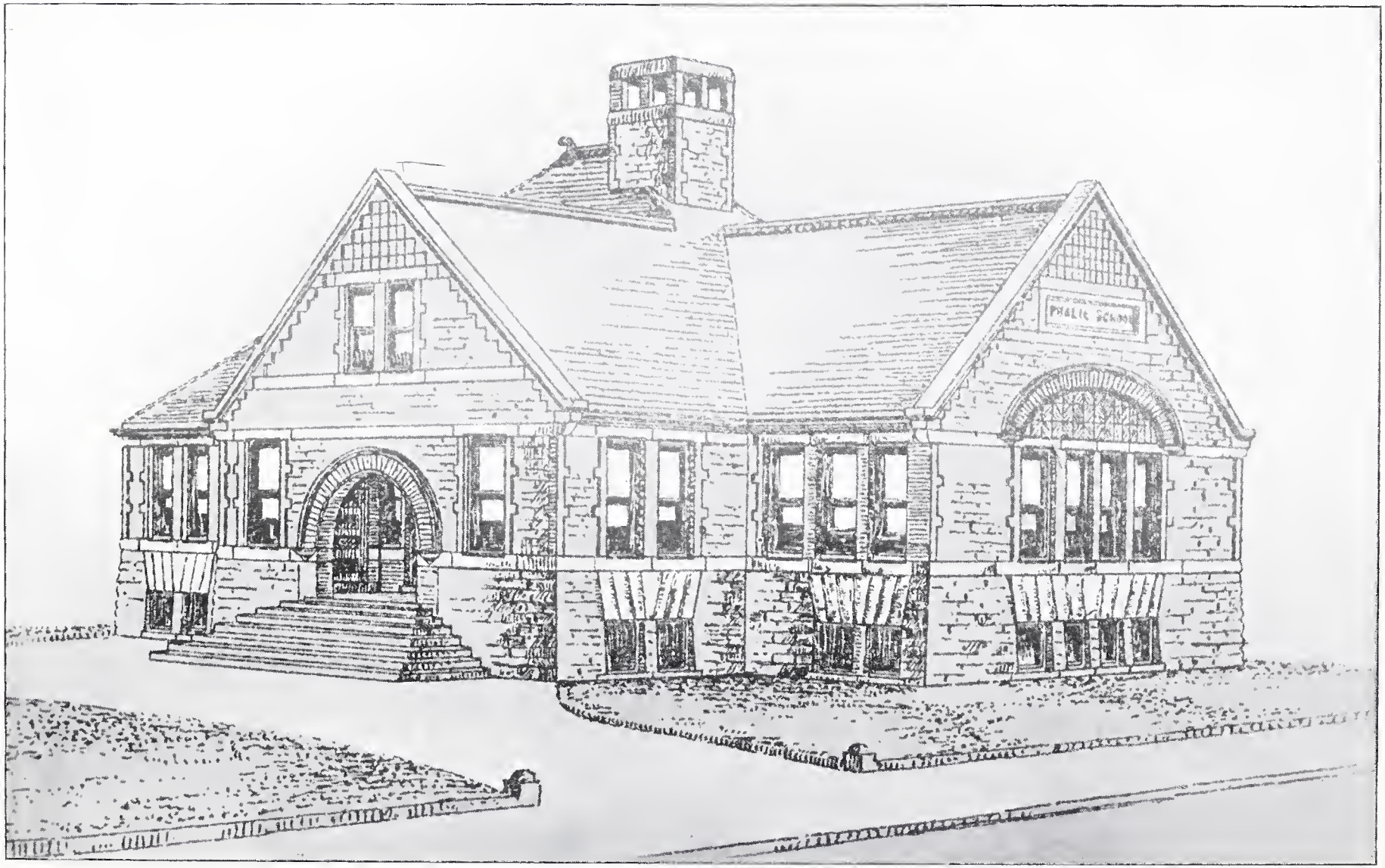
DEPARTMENT OF AGRICULTURE,
HARRISBURG, PA., *February 1st, 1897.*

HON. THOS. J. EDGE, *Secretary of Agriculture.*

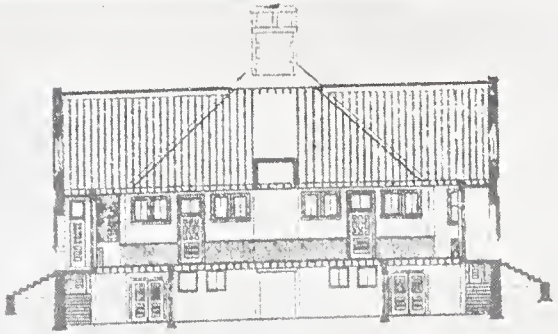
Dear Sir: I have the honor to present herewith a paper on the subject of "The Township High School," read before the annual meeting of the State Board of Agriculture, held at Harrisburg, Pa., January 28th, 1897. This question is now interesting a large number of citizens, and has been considered and discussed in most of the farmers' institutes held throughout the Commonwealth this season. The paper was prepared for the purpose of presenting some facts in regard to the system of public instruction in the State, that need immediate attention. The flow of population from the country to the cities is rapidly increasing, and the dangers consequent upon this concentration of society in these great centres at the expense of the country, are too great to be longer ignored.

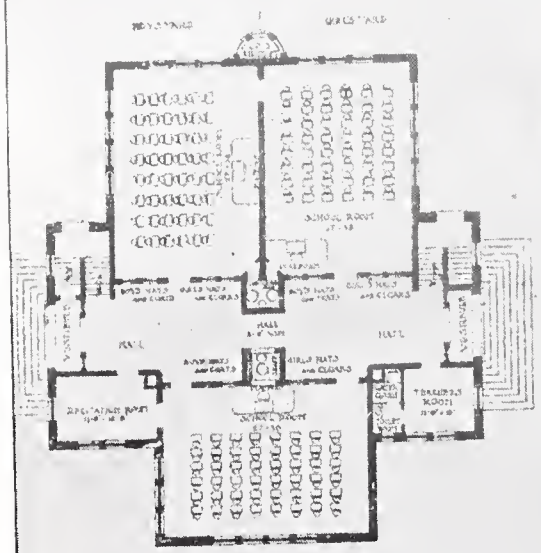
Respectfully submitted,

JOHN HAMILTON,
Deputy Secretary of Agriculture and Director of Farmers' Institutes.



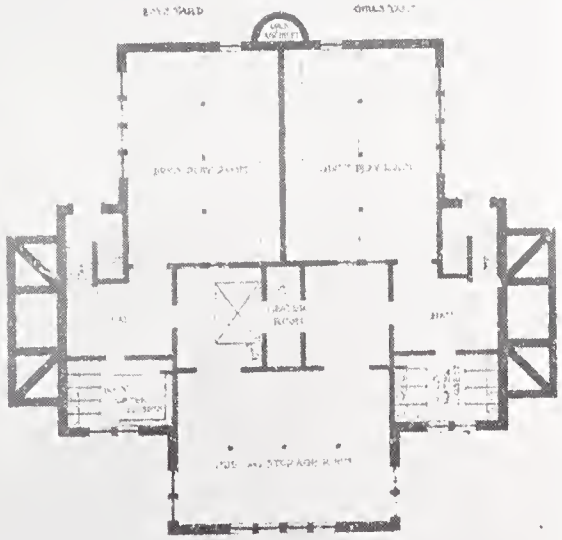
The Township High School.





Warren R. Briggs. Bridgeport. Conn.

ESTIMATED COST $6600



PLANS ELEVATIONS & SECTIONS

The Township High School.

THE TOWNSHIP HIGH SCHOOL.

If history teaches any truth more clearly or forcibly than another, it is that neglect of the rural population brings national overthrow, and that the uplifting of the country districts establishes and perpetuates the State. There is no exception to this rule. Wherever great cities have succeeded in absorbing the best population of a country, and have deprived rural life of its most vigorous and capable citizens, leaving only the ignorant and incapable to occupy the land, there has followed, invariably, national decay. This danger now threatens us.

GROWTH OF CITIES.

A century ago there were no cities in the United States worthy of the name, six only in the entire country that had over eight thousand inhabitants, and now there are three hundred and forty-seven of over ten thousand inhabitants each; four of these had an aggregate population in 1890 of four million four hundred and sixty-one thousand three hundred and forty-eight. There are twenty-seven cities whose population in 1890 was nine million four hundred and sixty-nine thousand two hundred and sixty-three, or more than one-seventh of the entire population of the United States.

In 1790 only three and three-tenths to the hundred of the population were residents of cities, or about one in thirty; whilst in 1890 almost one-third of the people of this country lived in the cities.

Taking our own State of Pennsylvania, we find that the census of 1890, which gives us a population of five million two hundred and fifty-eight thousand and fourteen, shows that there are forty-three cities having over eight thousand inhabitants each, whose aggregate population numbers two million forty-four thousand seven hundred and fifty-two, or thirty-eight and eighty-eight hundredths per cent. of the

population of the State. In the last decade these forty-three cities increased thirty-six and fifty one hundredths per cent. whilst the increase outside of these cities in the same period was only eighteen and fifty-eight hundredths per cent., showing that the population in our cities is increasing at a much greater rate than in the country. This growth has continued from the foundation of our government, although it is only during recent years that the disproportion has become so marked.

If population continues to flow into these centres as it has in the past, will it not materially affect the future of our civilization and government, and may not those of our citizens who regard prosperity in rural life as essential to the welfare of our country, justly view this concentration with alarm? Experience shows that population crowded into vast cities is exposed to influences that rapidly corrupt and enfeeble men, and that these cities grow arrogant as their population and wealth increases, until at length they become tyrants to be dreaded. History also shows that these overgrown centres have always assumed rule over the outlying country and have gradually absorbed its strength, until the work of agriculture is left to a peasantry too stolid to feel oppression or too ignorant to resist it.

LARGE CITIES DANGEROUS.

In a republic such as ours, large cities are likely to become particularly dangerous. Their local interests are such that they soon lose sympathy with the rural population and come eventually to regard country life and its work as fit only for men of slow minds and little intelligence. Even now is not country doctor, country lawyer or country preacher a term of disparagement, and significant of the estimation in which even the learned professions, when practiced in the country are held by some city men.

Although there is much in these centres that is elevating and valuable, and whilst there are many who rank among the best and purest in the world, they also contain much of the refuse of mankind and womankind of the earth, who propagate wickedness and

evil of every sort and send it forth to defile and debauch the race. Wickedness here has great commercial value and importance, crime rises to the dignity of a skilled if not to that of a learned profession, and the wages of sin contribute no small share to the wealth of the inhabitants.

Naturally, these centres concentrate against the country, and being little acquainted with country life and rural interests, they often combine to defeat the efforts of country representatives for social, political and industrial reform.

The larger these cities are the more irresistable they become, until the time may arrive when they will assume complete control. That this time is not far distant can be judged from the fact that they now virtually control the commerce of the Commonwealth, and if the percentage of growth of the last ten years continues for five decades, the forty-three cities mentioned will have two million one hundred and fifty-five thousand nine hundred and forty more population than all of the rest of the State, and who can say that they will not use this power that they will then possess.

It is not my purpose to discuss or even to enumerate all of the causes that are bringing about this dangerous condition of affairs, but to call your attention to a single influence, that in my opinion, is doing more to depopulate the country districts than perhaps, all others combined. I refer to the system of public instruction that the State has provided for her youth.

DEFECTS IN THE SYSTEM OF PUBLIC SCHOOLS.

If the enemies of country life had undertaken to design a method for robbing the country of her best blood, they could hardly have hit upon a plan more potent for this purpose than our present system of public schools. Whilst in the cities and towns these schools have advanced to a high degree of efficiency, until an excellent education can now be obtained by town and city children at the public expense, many of the conutry schools are, on the other hand, in much the same condition that they were a quarter of a century ago. Comparatively

few graded schools exist in the rural districts, and as a consequence the education possible to be given is confined to the most elementary branches of learning, entirely inadequate to fit the child for the requirements of modern life.

It is no reflection upon the teachers in these country schools to chronicle this fact. For no one, no matter what qualifications he may have, who is compelled to meet daily from fifteen to thirty classes of children, can impart to them the principles of an education such as is now needed to fit men and women for the successful pursuit of business or professional life. As a consequence only a very elementary education can be given in the present district school, and the parent in the country who appreciates the value of a proper education for his child, is compelled to send him from home to a town or city school at considerable additional private expense to complete a course in intellectual training that is furnished the city child at public cost.

The effect of this early removal from under parental control and the influence of home, is to gradually alienate the child from country life. The small duties that young people of school age perform in the country are dropped, and all of the pupil's time is devoted to books and play. For several years, and at a most impressible age, the child is thus kept amidst new surroundings in which dress, society, display and new associates, and not infrequently vice occupy the time and thought, until at length when school is over he returns only to be discontented and unhappy with the dull monotony of the duties of life upon a farm. The child has been effectually educated away from the country and its life, and soon longs for the town and its excitement, and finally goes off to some clerkship or other subordinate employment to struggle for existence.

How changed all this would be if country children could be educated at their homes? The attachments of home would continue to bind the family together; the simply and frugal habits that characterize country life would still remain; and a sturdy, resolute, intelligent, industrious, God-fearing class of citizens would populate the country, and bring to the aid of country life the benefit of cultivated and trained minds, and habits of industry, that would ensure a speedy revival of agriculture and check the flow of population to the great overcrowded cities of the land.

To-day in Pennsylvania out of the one million pupils receiving instruction at public expense, over six hundred thousand are being taught in the country schools, and the majority of this great multitude are compelled to leave home and all of its beneficient influences in order to gain that training which the State ought to furnish at their doors. Twenty-five or thirty years ago in almost every county in the Commonwealth, one or two or more preparatory schools were found, and many children could get their training near their own homes; but now the old academy is gone, and no institution is here to take its place. As a consequence emigration to the cities from the country has greatly increased in the last decade, and unless arrested will doubtless end in this country, as it has in every other of which history tells, in the decline of agriculture and the consequent destruction of the State.

THE REMEDY.

What is the remedy for this radical defect in the system of public instruction as organized and administered in Pennsylvania to-day? The answer is not far to seek. Organize a graded school in every township, to which all graduates from the ordinary district school can go. Call it The Township High School, and open its doors to every boy and girl within the township limits, and give opportunity to every student to get such an education as will fit him for the right performance of his duties as a citizen to the State, and for the requirements of any business that he may feel called upon to select as a life pursuit. Follow the suggestions of the Governor of this Commonwealth as presented in his recent message, "choose a central location, purchase ten acres of ground partly wooded; containing if possible, a stream of water; having facilities for a commodius play ground, space for an arboretum, room for orchards, gardens, vineyards, drives and walks: plats for flowers, beds for shrubbery, and in its midst erect a suitable building well equipped with modern apparatus, books and charts; officered with competent teachers, training the scholars who have passed beyond the district school in the studies of a three or four years' high school course; containing a li-

brary of well selected books for the free circulation in the community in which this educational establishment exists; having a commodious hall for public meetings of the citizens, shops for the study of mechanics arts, laboratories for the use of students and the study of scientific truth, gymnasium for exercise in winter and on rainy days, a house for a custodian, stables for horses and sheds for carriages; being in short an attractive park to which not only the children, but all of the people of the district may go for social meetings, or for entertainment and instruction by lecturers; for the holding of musical festivals; or for any other purpose for which the citzens of the township may find it necessary to meet for public consultation or profit."

Such an establishment would soon become the pride and the delight of every community in which it was placed, and no one influence would do more to keep country people contented at their homes, or provide more genuine pleasure for their lives, than this intellectual and social centre around which they live, and under whose inspiration and refining influences they spend their days.

THE CONSTITUTION VIOLATED IN THE APPORTIONMENT.

The Constitution of this State requires that "The General Assembly shall provide for the maintenance and support of a thorough and efficient system of public schools, wherein all children of this Commonwealth above the age of six years may be educated." This is required on the ground that the future welfare, prosperity and existence of the State depends upon an intelligent and right thinking people. The State not only provides for the establishing of schools, but also compels attendance upon them on the principle of self preservation, and in doing this only asserts the right, inherent in every organized government, the right to exist. This mandate is not intended to apply to the education of a few only of the children of the State; but to all. And it is not to be construed to mean that the "thorough and efficient system" shall be provided for one lo-

cality, whilst in many others it is altogether inefficient and incomplete. The rights of individuals and localities in these respects are equal, and every child of the Commonwealth of proper age is entitled under the organic law to have, "provided, maintained and supported" for *it* a "thorough and efficient system of public instruction" in order that *it* may be educated.

This is not now done. The education of all of the children of this Commonwealth is not provided for, and the system is neither "thorough nor efficient." It discriminates in favor of the towns as against the country; in favor of the many as against the few; protects the strong and neglects the weak. It is true that in many of our towns and cities the system is both "thorough and efficient," but the Constitution does not declare that "The General Assembly shall provide for the maintenance and support of a thorough and efficient system" for the town; on the other hand it distinctly states that opportunity for proper education is to be provided for all. As I have stated this is not now done. The City of Philadelphia with 127,737 children gets from the State appropriation $1,051,669.06, or $8.23 per child, whilst all of the townships in the seven counties of Cambria, Centre, Chester, Fulton, Indiana, Lancaster and Union with 63,254 children get $256,550.80, or only $4.05 per child, less than half as much as the children in the Philadelphia city schools.

The five hundred and ninety schools in these seven counties each receives on an average $258.97 from the State appropriation; whilst the fifteen hundred and ninety-two schools out in the townships of these counties get only an average of $161.15 per school, or $97.82 cents per school less than the borough schools receive, and this difference is allowed notwithstanding the fact that the teaching force per school in the country and town is nearly the same; the town schools having six hundred and thirty-six teachers or 1.07 teachers to the school, and the country schools having sixteen hundred and thirty teachers or 1.02 per school, a difference of only .05 of a teacher in favor of the town schools. For this .05 of a teacher they get $97.82 per school more than the country school, or out of the total sum appropriated by the State for one country and one town school. the country school gets 38.3 per cent and the city 61.7 per cent.

Let me not be misunderstood. I am not declaiming against a high degree of efficiency in town and city schools, or suggesting that too

much money is now expended in behalf of town and city children; but I am calling attention to the neglect on the part of the Commonwealth of the interests of the country schools, by stating the facts as they exist, and am citing the constitutional provision that forbids such discrimination against the children of any section of the State, and am asserting that if this discrimination is allowed, it should in all fairness be exercised in favor of the weak rather than in aid of those whose situation and surroundings make them abundantly able to take care of themselves.

THE TRUE PRINCIPLE OF APPORTIONMENT.

Other states in their appropriations for schools recognize the principle that it is the duty of the Commonwealth to assist the weak rather than the strong. Take for instance the State of Massachusetts. A recent report of a committee appointed to examine and report upon the public schools of the United States, speaks as follows of the Massachusetts system, "so much of the permanent fund as goes directly to the schools is apportioned to the towns (townships) of the state that have a property valuation less than three millions. Townships ranking above that line receiving nothing.

The scale is so arranged that the poorer the township the larger the amount it receives. Townships having a valuation of less than $500,000 receive $270 each; those between $500,000 and a $1,000,000 receive $200; those between $1,000,000 and $2,000,000 receive $100, and those above the last amount and less than $3,000,000, $50. A portion of the State fund is divided among the towns (townships) that are eligible on the basis of the ratio that the towns (townships) school tax bears to the whole (township) tax; the larger the ratio the more help it receives."

What a contrast between this and our practice, where exactly the reverse is the rule. In our State the stronger the community the more help it receives, and the weaker the locality the less it is aided. Philadelphia with 11.9 per cent of the children of the State enrolled for school gets 19.1 per cent. of the State appropriation.

Take the following fourteen cities in Pennsylvania as shown by the school report for 1895:

City.	Children.	Appropriation.
Philadelphia,	127,637	$1,051,669 06
Allegheny,	18,676	103,456 77
Pittsburg,	38,953	241,159 49
Harrisburg,	7,997	43,380 58
Williamsport,	4,845	30,607 59
Lancaster,	5,485	33,118 85
Erie,	6,886	36,336 96
Scranton,	13,067	82,413 51
Wilkes-Barre,	7,429	39,984 77
Altoona,	6,324	32,085 22
Allentown,	4,697	31,563 07
Johnstown,	3,827	21,564 19
Chester City and South Chester,	4,621	26,062 90
York,	3,830	24,270 82
		$1,797,673 88

These cities have 254,274 children and received in 1895 from the State appropriation $1,797,673.88. They have in the aggregate 23.7 per cent. of the children of the State and get 32.7 per cent. of the State appropriation. In view of these facts is it at all surprising that there is an exodus of country people to the towns to escape from conditions that are not only depriving them of their wealth, but are also doing that which is far more to be deplored, shutting them out from the opportunities of acquiring that intellectual culture that has become a necessity for every citizen of the State.

Six hundred thousand country children are hungering and thirsting for knowledge, and many are being fed on only the husks of an education; an education that is neither "thorough nor efficient," if these terms are to be interpreted in the light of the requirements of modern life.

WHAT SHALL WE DO?

If it is too late to remedy past legislation in apportioning the money of the State to schools, ought we not to see to it that future appropriations are upon an equitable basis and that the weak country schools are recognized as being equally important in the composition of the State as the stronger and more wealthy city schools.

Ought we not to see that the Commonwealth provides for the country the same advantages in education that the towns possess? Let us begin by improving the district school. Let us also erect High Schools out in the townships, and secure such assistance from the State as will make all of this possible in every country community in the Commonwealth.

HOW SHALL THIS BE ACCOMPLISHED?

Let the school directors of every township desiring a high school purchase ten acres of ground properly located. Upon this ground let them erect a suitable building for the high school from plans prepared under the direction of the Department of Public Instruction for the State. For every $2,000 that the township pays into the construction of this building the State shall pay $1,000, provided that in no case shall the State appropriate more than $3,000 for the construction of any one building. Require the township to provide shed room sufficient to shelter at least twelve horses, and construct a building at least thirty by forty feet for a play room and gymnasium, and erect also a dwelling for the custodian of the grounds, and provide at least five hundred dollars worth of apparatus for illustration and instruction. The total cost of such a plant need not exceed eight or nine thousand dollars.

ESTIMATE OF THE COST OF A TOWNSHIP HIGH SCHOOL PLANT.

Ten acres of ground at $50,	$500 00
One main high school building,	6,000 00
One stable or row of sheds,	300 00
One play room,	400 00
One cottage for custodian,	800 00
Equipment,	500 00
	$8,500 00
State assistance,	2,000 00
Cost to the township,	$6,500 00

Such an investment on the part of the State could in no case exceed $4,617,000. This could be funded in 3½ per cent. bonds, and prove the best investment for public improvement that the Commonwealth has ever made.

The $6,500 that the township would have in such a plant could likewise be funded and bonds for this sum be negotiated at four per cent. to be paid at convenience. The interest of this would amount to $260 per year. If we take the seven counties as a basis for calculation, we find that their property taxable for county purposes is $127,865,001 or an average of $617,705 to each township, and a one mill tax would be $617.70; which would pay this debt, principle and interest in fourteen years.

HOW COULD SUCH A SCHOOL IF ERECTED BE PROPERLY MAINTAINED?

The present high school law of the 28th of June, 1895, provides for the classification of high schools and also for State aid.

Section 3. Provides that " a high school maintaining a four years course of study beyond the branches of learning prescribed to be taught in the common schools, and called the common branches, shall be known as a high school of the first grade; a high school

maintaining a three years' course of study beyond the common branches, shall be known as a high school of the second grade; a high school maintaining a two years' course of study beyond the common branches shall be known as the high school of the third grade." * * * * * * * *

Section 4. "From the annual appropriation in aid of high schools, a high school of the first grade shall each year receive a sum not exceeding $800, a high school of the second grade a sum not exceeding $600, a high school of the third grade a sum not exceeding $400."

* * * * * * *

If the State, therefore, were to pay yearly for maintainance of these country schools $800 to each township high school graded to a four years' course of study, such as the law now provides, and the smaller sums according to the shorter lengths of time of the courses of study, it would not be discrimination in their favor, but simply a fair adjustment of the inequality that now exists between the country and the towns.

Take for instance the seven counties already named. In order that the fifteen hundred and ninety-two schools in the two hundred and seven townships of these counties may receive the same amount per school as the borough and city schools in the same territory now receive, the State would need to supplement its present appropriation to these country schools, by an additional sum of $155,729.44 for the seven counties, or an average of $752 for every township. This is just about the sum that the law now apportions for the yearly support of a single township high school, and its bestowment would only correct the inequitable distribution of the appropriation at present made. Add to this a two and a half mill tax on the property of the township taxable for county purposes and there would be annually raised for the support of the schools $2,344.25; being $800 from the State and $1,544.25 from the township:

This sum would hire a principal for thirty-six weeks at,	$1,000 00
An assistant,	500 00
A second assistant,	500 00
A custodian,	200 00
Making a total of,	$2,200 00

Leaving $144.25 for fuel and other expenses. In other words a one mill tax will pay the debt, principle and interest in fourteen years; and a two and a half mill tax additional, will maintain the school in a reasonably efficient manner.

What do our citizens pay under the present system, in which parents are compelled to send their children from home to get an education such as these schools, if established, would provide?

In the two hundred and seven townships of the seven counties taken as the basis of the estimate here given, there are fifteen hundred and ninety-two schools, and sixty-three thousand two hundred and fifty-four children of school age, an average of three hundred and five children, and 7.5 schools for every township. If but one child from each school is sent from home to get an education, the 7.5 scholars would at an average expense of $200 each per year, cost in the aggregate $1,500 for every township, or within $40.25 of as much as the tax of two and a half mills upon the property of the township. The only actual increase of expense to the citizens of the township, would, therefore, be the one mill tax for the original purchase of the property, and that expense would cease at the end of fourteen years. If this were done, the advantages of a superior education, would not as now, be limited to seven or eight favored children in the township, but forty or fifty other children, now doomed to ignorance, would be educated at no increased expense.

THE EFFECT OF SUCH A SYSTEM UPON THE STATE.

Fifteen hundred and ninety-two high schools in operation throughout the Commonwealth for thirty-six weeks every year; officered with nearly five thousand skilled instructors teaching an average of fifty scholars in every school in the branches of higher learning; or seventy-nine thousand and six hundred scholars under constant training for the more intelligent and successful conduct of the many varied and difficult duties of life. Would not a new era for agriculture be ushered in, and would not country life and country occupations soon take precedence of those now pursued in the crowded

streets and sickly atmosphere of gloomy cities, and would not the percentage of illiteracy and crime be gradually reduced until at length they would practically disappear. If the citizens of to-day wish to erect a monument that the future can never overthrow, let them take up this work and carry it to its consummation. Not until this is done will the true intent and purposes of our constitution be carried out, and all of the children of the Commonwealth have equal opportunity to improve their minds and benefit their race.

Education has now become as necessary to human existence as the bread we eat, and if satisfaction for the cravings of this intellectual hunger cannot be provided near our country homes, then by the thousands to the city these famine stricken boys and girls will go, and in the city they will stay, until, in time, none but the illiterate and stupid will be left to till the soil. History will again repeat itself, and national decay and financial overthrow will sooner or later overtake the State.

LEGISLATION NEEDED.

Public sentiment is aroused, and rural people are anxiously awaiting the time when some safe and practicable plan that will thoroughly educate country children at their homes, will be proposed and carried into operation by the State. Some legislation in this direction has already been effected and another bill is now prepared. It remains for the Legislature of this State to still further exercise its wisdom and its power, and pass such legislation as will give effect to what has been done, and make such additional provision for the work and its continuance and support, as will meet the needs of the great multitude of country people whose welfare, if not existence is at stake. Such a system of public education as has been outlined, properly established and sustained, would constitute the foundation for a more complete and enduring civilization and national development than has heretofore existed, and would protect the future State against political and social disturbance that ignorance and superstition are always ready to promote.

If, therefore, we desire in the most effective manner to perpetuate the State and carry forward to their grand consummation the institutions upon which our prosperity and happiness depend, let us at once "provide for the maintainance and support of a thorough and efficient system of public schools, wherein all the children of this Commonwealth may be educated."

SCHEDULE FOR SEVEN COUNTIES.

Giving the Number of Townships, Number of Scholars, Teachers, Schools, Amount of State Appropriation and Valuation of Property.

	No. of townships.	No. of Scholars.		No. of Teachers.		No. of Schools.		State Appropriation.		Difference.	Valuation for County Purposes.	
		Town.	Country.	Town.	Country.	Town.	Country.	Town.	Country.		Town.	Country.
Cambria,	30	9,259	8,186	170	211	154	199	$238 95	$115 00	$123 95	$16,231,786	$9,535,964
Centre,	26	2,344	8,360	49	227	44	226	272 50	162 39	110 11	3,243,168	8,692,080
Chester,	60	5,893	11,610	137	301	123	293	280 00	200 00	80 00	17,363,997	34,185,483
Fulton,	11	163	2,668	5	74	3	74	228 51	149 00	79 51	56,048	981,142
Indiana.	26	2,395	8,940	49	256	48	240	252 87	132 91	119 96	2,370,196	6,425,788
Lancaster,	43	10,647	20,403	202	490	196	489	300 00	188 76	111 76	22,943,111	61,487,926
Union,	11	1,060	3,087	24	71	22	71	240 00	180 00	60 00	1,992,496	6,556,618
Totals,	207	31,761	63,254	636	1,630	590	1,592	$1,812 83	$1,128 06	$685 29	$64,200,802	$127,865,001

APPENDIX.

HIGH SCHOOLS.

Act of 28th June, 1895.

No. 293.

AN ACT

To regulate the establishment, classification and maintenance of high schools, the distribution of appropriations in aid of high schools, and the employment of teachers in high schools receiving State aid.

High schools may be established.

Section 1. Be it enacted, &c., That the directors or controllers of any school district may establish a public high school, and the State Superintendent of Public Instruction shall prescribe a uniform course of instruction which shall be taught in the high schools of each grade.

Course of instruction.

Directors may establish joint high schools.

Section 2. The directors of two or more townships or school districts shall have power to establish joint high schools, and the expense shall be paid as may be agreed upon by the directors or controllers of said districts, who shall meet jointly as often as may be necessary for the transaction of business pertaining to the joint high schools under their jurisdiction, and all proceedings in relation thereto shall be spread at large upon the minutes of the respective boards.

Schools shall be divided into grades according to course of study.

Section 3. A high school maintaining four years of study beyond the branches of learning prescribed to be taught in the common schools and called the common branches shall be known as a high school of the first grade; a high school maintaining three years of study beyond the common branches shall be known as a high school of the second grade; a high school maintaining two years of study beyond the common

branches shall be known as a high school of the third grade: Provided, That the reviews necessary for the prosecution of high school studies shall not be excluded from the estimate of the year's study beyond the common branches.

Proviso.

Annual appropriations in aid of high schools, how divided

Section 4. From the annual appropriations in aid of high schools, a high school of the first grade shall each year receive a sum not exceeding eight hundred dollars, a high school of the second grade a sum not exceeding six hundred dollars, a high school of the third grade a sum not exceeding four hundred dollars. If the appropriation is insufficient to pay the above amounts to the several high schools, then the appropriation shall be distributed to the schools of the respective grades in such a manner that each school shall receive a sum proportional to the number of years of advance study maintained in its course or courses of instruction: Provided, That any high school established at the fall opening of the school year beginning on the first Monday of June, one thousand eight hundred and ninety-five, shall be paid at the end of the year as a high school of the third grade.

Proviso.

Teachers, employment of.

Section 5. The directors or controllers of every district receiving aid in accordance with section four of this act shall employ for said high school at least one teacher legally certified to teach bookeeping, civics, general history, algebra, geometry, trigonometry, including plane surveying, rhetoric, English literature, Latin, including Caesar, Virgil and Cicero, and the elements of physics, chemistry, including the chemistry of soils, botany, geology and zoology, including entomology, and no teacher shall be employed to teach any branch or branches of learning other than those enumerated in his or her certificate.

Sworn statements to Superintendent of Public Instruction.

Section 6. The directors or controllers of every district establishing a high school and receiving State aid in support of said high school shall, before the first day of September following the close of each

school year, make to the Superintendent of Public Instruction sworn statements giving full information concerning the teachers, classes and courses of study of every high school under their jurisdiction.

Supervision of high schools.

Section 7. High schools established in accordance with this act of Assembly shall be under the supervision of the superintendent of the city, borough or county in which they are situated.

Approval of courses of study.

Section 8. The courses of study in high schools receiving State aid shall be subject to the approval of the Superintendent of Public Instruction.

Approved—The 28th day of June, A. D. 1895. (P. L. p. 413, etc.)

DANIEL H. HASTINGS.